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Germania; Catullus, entire; Elegiac Poets as represented in Harrington's edition; Horace, entire; Plautus, 8 plays; Terence, entire. Many hundred names are listed.

From one to three references are given with each name to places where it occurs in the works covered. Usually its earliest occurrence in the work quoted is noted; to give all would of course be entirely impossible.

Only the scantiest information is given about the bearers of the names. Dates are not consistently given. Thus, under Annaeus, for M. Annaeus Lucanus (page 959), we find only "Poet and conspirator. Ta. An. 15.49.2, 15.70.1". On all important historical personages one is sure to find far fuller information in the notes in the better editions. Still, Professor Kingery's list will doubtless be of service to many who have not the better editions at hand, or are reading from texts that have no notes; it will be of service again often with respect to names of persons and places about which the commentators are silent.

C. K.

### THE HARMODIUS HYMN AGAIN

May I add to Professor Robinson's list of Modern Poetic Versions of the Harmodius Hymn (THE CLASSICAL WEEKLY 10.138-142) that of Mr. H. Rackham, Christ's College, Cambridge, translator of Cicero, *De Finibus*, in the Loeb Classical Library? It is given on pages 95-96 of C. E. Robinson's vivid and scholarly volume, *The Days of Alkibiades* (New York, Longmans, Green and Co., 1916).

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HENRY A. LAPPIN.

### THE PHILADELPHIA SOCIETY FOR THE PROMOTION OF LIBERAL STUDIES

The Philadelphia Society for the Promotion of Liberal Studies held its Fourth Annual Meeting on March 24, with about 125 persons present. A resolution was passed expressing the deep sense of loss caused by the death of Professor Walter Dennison, the first President of the Society and one of its most active and valuable members.

Professor A. J. Carnoy, of the University of Louvain, now Research Professor of the University of Pennsylvania, in a paper on *The Way in Which Words Change Their Meanings and Its Importance for Teachers of Ancient and Modern Languages*, presented a very happy combination of spiciness and deep learning. Some words change their meanings by being applied to things which resemble the objects which they originally designated, for instance the word 'mantel' as applied to the covering of a Welsbach light. Other words are changed to resemble those with which they are continually associated. *Could* has an *l* because its companion *would* has one. One who would know a language well must become familiar with such changes as these, as well as with the grammar. Otherwise the knowledge is superficial, involving no idea of style.

Miss Louise H. Haeseler, Head of the Department of History of the Philadelphia High School for Girls, discussing *What is Democracy in Education?*, maintained that true democracy means, not a leveling down, but equal opportunity for all to develop their powers to the fullest extent. She feels that in our modern Schools the bright pupils are given little opportunity to develop, because almost all School legislation, as well as almost all the teachers' time and energy, is directed toward the duller pupils, or toward those who, on account of economic conditions, have to leave School early. Consequently, we are now failing to train leaders for the future.

Professor Roland G. Kent, of the University of Pennsylvania, displayed in an attractive way clippings,

cartoons, and advertisements from newspapers and magazines which contained Latin or Greek references or words or translations. He said that the idea had occurred to him at an educational meeting, where teachers had been advised to procure various books and other material for the purpose of arousing interest. He realized that not many teachers and not all Schools can buy books at \$50 a set, or even at \$3 a volume. He, therefore, decided upon a method of obtaining illustrative material without expense to any one. Professor Kent himself has, near his class-room at the University, a bulletin board on which are displayed these evidences of the value of the Classics to every-day life. In general, he had found, newspaper Latin is very good.

Mr. William J. Serrill, President of the Society, read a very interesting paper on the descriptive passages in Homer. Mr. Serrill especially enjoys the landscapes in Homer, and read with great effect a few of his favorite passages in translation. Some instances of the savagery of the early Greeks, so inconsistent with their artistic development, were noted.

Professor H. L. Crosby, of the University of Pennsylvania, spoke on Greek, A Vital Question. He suggested Greek as an antidote to our over emphasis of materialism. In translation, the real flavor of a language is lost. Poetry was the unique contribution of the Greeks to human knowledge. Therefore, all who wish to understand poetry should study Greek. To the old objection that Greek is hard, Professor Crosby makes the answer, "So is everything worth having". In our Schools, with the great influx of students whose parents have had no culture, the mere force of numbers of those mentally inferior influences those who are not unfit, and who ought to take Greek. There is much nefarious lobbying against serious study.

Mr. Harvey M. Watts, author and lecturer, gave a paper, *Excitare Adfectus*, or the Value of the Winged Word. Mr. Watts said that students of the present generation do not know how to write or to speak the English language. Latin would give them a knowledge of their mother tongue. A Latin student learns the subject and the predicate, and so gains some knowledge of sentence-structure. The result of the present educational system is the art of the sloppy hand and the sloppy mind. Mr. Watts said, besides, that words, like musical notes, have their overtones. These are the elements which bring beauty and suggestiveness to the words. These overtones are the result of the experiences of the race throughout past ages. Therefore a student should know the root-language from which English comes, so as to have a conception of these overtones.

Professor G. L. Hendrickson, of Yale University, read a paper on Romanticism in the Literature and Statesmanship of the Augustan Age. He told us that romanticism is the imagining of a more perfect state of affairs by projecting one's self into the past or into the future, or even by imagining things better than they are in the present. Terence is not a romanticist but a realist. Catullus does not idealize, but describes his own intense emotion. Caesar is direct and clear, scoring any adornment that may hinder his thought. Vergil is truly idealistic. Those who criticize him as an imitator of Theocritus fail to see that he is imitator in letter only. What in Theocritus is realism, in Vergil is idealism, because Vergil was trying to transpose the present to the same sort of past. Augustus was a true idealist, because he wished to imitate the great patriots of the past. He tried, on several occasions, to restore to the people the power which they had given to him. Brutus was a man of romantic vision, since he idealized the old Republic, and, by the assassination of Caesar, tried to bring it back.

BESSIE R. BURCHETT, *Secretary*.